

Big Question: what jobs do people do?	Unit #5 lesson 4.1	Week #
Resources: <ul style="list-style-type: none">➤ Booklet -Page 10,11,12,29,30,34➤ Show and Tell (SB)-Page 81➤ Audio track 2.19➤ Handwriting Booklet- Page 4	Year :KG2	
Lesson title: Cal’s Cat	Lesson duration: 90 min	
Objectives: By the end of the lesson, kids will be able to: <ul style="list-style-type: none">• Recall vocabulary words about jobs, uniform and places with visual clues• Read and decode common high frequency words by sight• Role play new structure; <i>Is he a doctor? Yes, he is/No, he isn’t.</i>		
In class Preparation checklist <ul style="list-style-type: none">➤ Flash-cards <i>police officer, baker, nurse, vet , farmer ,taxi driver , doctor , fire fighter</i>➤ PPT➤ Fifi Puppet➤ Unit Poster	Online Preparation checklist:	
Period 1		
Warm up: <ul style="list-style-type: none">➤ Hello routine-Page 15-Show and Tell➤ Days of the week routine	Organization & Time 10 min individual work	Resources
Lead in: Talk about the picture and use Fifi the puppet to introduce the topic. <ul style="list-style-type: none">➤ Using Fifi puppet teacher reminds the kids of known words, e.g. doctor, nurse, engineer, vet➤ Teacher asks “<i>what do you want to be in the future?</i>”		➤ Flash-cards- <i>police officer, baker, nurse, vet , farmer ,taxi driver , doctor , fire fighter</i>
Teacher help kids to find page 81 in Show and Tell (SB) <ul style="list-style-type: none">• Teacher reviews the jobs using the kids’ picture cards.• Teacher says a job and the kids to hold up the		Show and Tell (SB)-Page 81 <ul style="list-style-type: none">➤ Picture Cards- <i>police officer, baker, nurse, vet , farmer ,taxi driver , doctor , fire fighter</i>

<p>matching Picture Card.</p> <ul style="list-style-type: none"> • Teacher sticks the flashcards on the board and distribute the word cards. • Kids stick the word cards next to the matching flashcard. • Teacher writes up a job word on the board and encourages the kids to sound it out. • When the kids know the word, they should hold up their corresponding Picture card. 		
<p>Sing and do-audio track 2.19</p> <ul style="list-style-type: none"> • Teacher plays the song through once. • Teacher tells the kids to look at the pictures of Benny and Prickly doing the actions for the song. • Teacher reads the captions below each picture aloud and encourages the kids to sound out the words with the teacher. • Teacher demonstrates and practices the actions for the first verse. • Teacher creates actions for the rest of the song. • Teacher plays the song again for the kids to sing and act it out. • Teacher divides the class into two groups .One group sings the first two lines and the other sings the final line in each verse. • Teacher then swaps roles and sing the song again. 	<p>whole class</p> <p>20 min</p>	<p>Audio track-2.19</p>

<p>Listen again and color.</p> <ul style="list-style-type: none"> • Teacher asks the kids to look at the black and white pictures on the right of the page. • Teacher asks the kids to listen again to the song and color the uniforms the correct colors for the jobs. • Teacher plays the song again. 	<p>whole class</p> <p>15 min</p>	<p>Audio track-2.19</p>
<p>Teacher helps kids to find page 10 in the booklet</p> <ul style="list-style-type: none"> • Teacher uses the flash cards and asks kids <i>who's this?</i> • Teacher encourages kids to answer. • Teacher then reads the vocabulary words of the jobs. • Kids repeat several times. • Teacher tells kids that they are going to trace and then copy the words. • Teacher moves around and help kids who need help. 	<p>whole class 10 min</p> <p>individual 10 min</p>	<p>Booklet page 10</p>
<p>Look ,write or say</p> <ul style="list-style-type: none"> • Teacher asks kids to look at the pictures and say the job of each picture. • Teacher then reads the jobs in the column on the left. • Kids repeat several times. • Teacher then chooses kids randomly to read. • Teacher comments if necessary. • Teacher asks kids to read the words. • Teacher explains that they are going to chooses from the column on the left the correct job for each picture. • Teacher then elicits that answers from the kids and write on the board. 	<p>10 min groups</p>	<p>Booklet-Page 11</p>

<ul style="list-style-type: none"> Then kids copy the answers and repeat each word. 		
<p>Look and write</p> <ul style="list-style-type: none"> Teacher displays the flash cards again to the kids. Teacher reads out loud using the flash cards the jobs for the kids to repeat. Kids repeat several times. Then teacher reads the model <i>Is he a police officer? (Yes, she is)</i> Teacher then asks the kids to work in pairs. Teacher demonstrates with the co-teacher a sample <i>Is he a firefighter? (No, he isn't).</i> Teacher goes around and helps kids who need help. Teacher then asks pair randomly to present their answers. Teacher comments if necessary. 	<p>whole class</p> <p>10 min</p> <p>Pair work</p> <p>15 min</p>	<p>Booklet-Page 12</p>
<p>Teacher tells the kids that they will start an new sound/c/</p> <ul style="list-style-type: none"> Listen to the sound /c/ song <p>➤Look, listen and repeat</p> <ul style="list-style-type: none"> Teacher asks the kids to look at the pictures in the booklet. Teacher says the words that start with sound/c/ Teacher displays different pictures on the board. Teacher explains that they she has different sounds and that the kids selected have to choose the correct sound that matches the picture posted on the board. Teacher elicits the answer and sticks each flashcard under the correct letter on the board. Kids listen and repeat. Teacher helps kids to find Page 29 in the booklet focus attention on the pictures, listen and repeat(cold, cake, 		<p>Booklet page 29</p> <p>Phonics c</p> <p>Flashcards-cold, cake, and cap. car , can ,camel ,</p>

and cap. car , can ,camel ,)		
<p>Teacher helps kids to find Page 30 in the booklet</p> <ul style="list-style-type: none"> Listen to the sound /c/ song <p>➤ Look, listen and repeat</p> <ul style="list-style-type: none"> Teacher asks the kids to look at the pictures in the booklet. Teacher says the words that start with sound/c/ Teacher explains that they she has different sounds and that the kids circle all sound/c/ Teacher elicits the answer and sticks each flashcard under the correct letter on the board. Kids listen and repeat. 	<p>Individual 10 min</p>	<p>Booklet-Page 30</p> <p>https://www.youtube.com/watch?v=1dhzPuT6jm0</p>
<p>Then the teacher plays a video to help the kids to trace the letter “c” asks the kids to go to the handwriting booklet-page 4</p>		<p>Trace letter ‘c’ video:</p> <p>https://www.youtube.com/watch?v=xpM6EcggWcM&t=10s</p> <p>Handwriting Booklet-Page 4</p>
<p>Activity :Sorting</p> <p>Instructions :</p> <ul style="list-style-type: none"> Teacher then explains that they are going to work in groups of 5. Ask the students to sort flash cards that start with sound/c/. Then the teacher tells the kids that they are going to read story about sound/c/”Cal’s Cat” in the booklet-page 34. Teacher pauses at each /c/ sound and asks the kids to repeat several times. Teacher moves around and helps the kids who need help. Then the teacher asks the kids to choose a representative from each group to say the answer. Teacher gives feedback for the kids’ answers 	<p>group work 25 min</p>	<p>Flash cards with different sound words</p> <p>Booklet-Page 34</p> <p>Sound/c/ story</p> <p>Cal’s Cat</p>

<p>Teacher displays the high frequency word: now To the kids for this week. The kids repeat several times.</p>		
<p>Review Assessment of learning What do you want to be in the future? 1)high :I want to be a doctor 2)middle :vet and nurse 3)low : firefighter Goodbye routine. Reflection : Ongoing ---- Revisit ---- Done --- Homework: Booklet-Page 31,32,33</p>	<p>10 m individual</p>	